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ABSTRACT

This document is one of ten curriculum guides developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on language arts is divided into six topics. The topics included are Dictionary Usage, Vocabulary, Speech, Poetry, Writing, and Literature Analysis. Competency statements and performance indicators are provided for each topic area. The performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook. (BM)

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LANGUAGE ARTS

NEVADA COMPETENCY BASED
ADULT HIGH SCHOOL DIPLOMA PROJECT

U.S. DEPARTMENT OF HEALTH
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INTRODUCTION

This is the final test for a student who is at twelfth grade exit level in language arts. Because it is a final test, it is the end and not the means of your class. The means are up to you as an instructor. You are responsible for evaluating the material the student submits as being twelfth grade work. There must be, for example, sophistication in the writings that the student turns in, as well as in the stories and other materials selected by you.

Academic levels are difficult to define. Gulliver's Travels by Jonathan Swift is a charming children's story as it involves tiny Lilliputian creatures, horses that talk, flying islands, etcetera. But on a more sophisticated level, Swift is satirizing eighteenth century England and the political and sociological scene at the time. Of course, a ten year old does not see this level of complexity, but a senior in high school should be exposed to the satirical element. Therefore, a theme turned in by the student should reflect this same complexity, not only in depth of understanding, but in logic, sentence structure, vocabulary and usage.

Any test item can be replaced by other items chosen by the teacher. Multiple administration of the test items requires alternative item content. In such cases you must add or change the lists as the need arises, keeping in mind the level of difficulty required.

LANGUAGE ARTS

TOPICS

Dictionary Usuage

Vocabulary

Speech

Poetry

Writing

Literature Analysis

LANGUAGE ARTS

Dictionary Usage

The student will be able to use the dictionary to help him spell, use and pronounce words correctly.

LA - 1

Pre-test: #1 and #2

Post-test: #3 and #4

PERFORMANCE INDICATORS:

1. Write the correct word for each of the phonetically spelled words with the help of a standard dictionary.

   1. dis tort'
   2. dis trot'
   3. sod' er
   4. sol' jer
   5. pas' ter
   6. pos' ter

2. Differentiate between several definitions of the same word by selecting and writing the correct definition of the word which best fits the sentences below.

   1. The teacher told Sam to condense his speech to four minutes.
   2. The robber brandished a gun at the customers.
   3. The athlete reaches his peak early in life.
   4. The time in the parking meter has expired.

3. Look up the following words in the dictionary and pronounce them to the teacher:

   1. antimacassar
   2. either
   3. pamphlet

4. panegyric

5. aegis

4. Using a dictionary, look up the following list of words and properly use each one in a sentence:

1. obsequious

2. ubiquitous

3. ominous

4. abstemious

5. slimy

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Vocabulary

The student will be able to define and apply Latin and Greek roots, suffixes, and prefixes listed below.

LA - 2

Pre-test: #1 and #2
Post-test: #3 and #4

PREFIX	ROOT	SUFFIX
ab - from, away	aud - hear	able, ible - able to
anti - against	bio - life	al - pertaining to
auto - self	dic - say	ant, ent - doer, one who
bi - two	duc - lead, draw	ary - pertaining to
con, com - with	fer - carry	er, or - one who
contra - against	graph - write	ful - full of
de - down, from	jac, ject - throw	fy - make
dis, di - not, apart	leg, lect - read	hood - state of being
e, ex - from, out of	mitt, miss - send	ish - like
in, im - in, not	pon, pos - place	ist - one who
mis - wrong, wrongly	port - carry	itis - inflammation
pre - before	scrib - write	less - without
pro - for, forward	ten - hold	ment - act or state of
semi - half	ven - come	ness - quality of
sub - under	vert - turn	phobia - fear of
trans - across	vid, vis - see	ship - quality of
un - not	viv - live	tion, sion - act or state of

PERFORMANCE INDICATORS:

1. Define orally or in writing the ten words below without a dictionary.

1. subscriber
2. transferable
3. depositor
4. inversion
5. dismiss
6. inaudible
7. autograph
8. prevention
9. contradiction
10. diction

2. Write the definitions of the following list:

1. ten	6. ven
2. viv	7. mitt
3. jac	8. vert
4. scrib	9. duc
5. fer	10. port

3. Define the words and decipher meanings from roots.

1. export	6. abject
2. transcriber	7. transport
3. abduction	8. deportation
4. prediction	9. submit
5. inaudible	10. induce

4. Combine roots, suffixes, and prefixes together to form ten new words from the given list of roots, suffixes, and prefixes and write and define them.

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Speech

Student will be able to give an oral presentation in which he uses good posture, avoidance of inappropriate movement, eye contact, avoidance of "fix words", (e.g. uh, you know) good rate of speaking, appropriate volume and good diction. The content of the speech will be logical and without digressions or redundancies.*

LA - 3

Pre-test: #1

Post-test: all

PERFORMANCE INDICATORS:

1. Give a three minute oral presentation of the facts of an issue. The speech should not be persuasive or emotional in any way. (e.g. How to parallel park a car in six easy steps.)

2. Conduct a mock interview with a prospective employee, asking appropriate questions and using good public speaking techniques. The interviewer and interviewee will then change roles and conduct a job interview in converse positions.

3. Invent a marketable product and present, in three minutes, a persuasive speech to "sell" the product. All requirements for a good speech should be evident to the audience and the instructor.

4. Participate in an oral discussion dealing with a critique of a literary work, political issue or film. Present arguments, comments or facts in a well-organized, logical manner avoiding digressions.

* Refer to Speech Evaluation Sheet

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Poetry

LA - 4

Pre-test: #1 and #4
Post-test: all

The student will define and apply the definition of the following terms:

1. alliteration
2. couplet
3. haiku
4. limerick
5. metaphor
6. rhyme
7. simile

PERFORMANCE INDICATORS:

1. Orally or in writing, define the following terms:
    1. alliteration
    2. couplet
    3. haiku
    4. limerick
    5. metaphor
    6. rhyme
    7. simile

2. Write a metaphor and a simile for the same subject. Label each.

3. Write a limerick and a haiku.

4. Write your own examples of alliteration, of rhyme, and of a couplet.

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Poetry

The student will be able to apply his understanding of poetry by discussing the poetic intent of well-known poems. The student will discuss the poems below in terms of the following, using each at least once.

rhythm	stanzas	figurative language
rhyme	diction	
line length	allusion	

LA - 5

Pre-test: all

Post-test: all

PERFORMANCE INDICATORS:

Discuss the following poems using the above words to tell what you think the poet is saying.

Suggestions:

1. "All Day I Hear" - James Joyce

2. "The Cremation of Sam McGee" - Robert W. Service

3. "The Eagle" - Alfred, Lord Tennyson

4. "Stopping By Woods On A Snowy Evening" - Robert Frost

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Writing

LA - 6 Pre-test: all Post-test: all	The student will write a five-paragraph, (narrative, expository, descriptive, and argumentative) essay that has logical sense and is mechanically (punctuation, spelling, capitalization) correct. The essay must have an introductory paragraph that defines the topic, three paragraphs that develop the topic, and a concluding paragraph that summarizes and concludes the essay. The student must write at the quality level of a high school senior, using such grammatical convention as relative clauses, infinitives, participles, etc., accurately. Vocabulary should be polysyllabic.

PERFORMANCE INDICATORS:

1. Write a five-paragraph narrative essay.

   Suggestion: Write an account of a personal experience, be concerned with action, with events in time, with life in motion (e.g. an afternoon of skiing that ended with a broken ankle). Your aim should be to share the experience with the reader.

2. Write a five-paragraph expository essay.

   Suggestion: Draw upon your own knowledge and experiences to explain or teach about an object, idea, or theme (e.g. how to execute a difficult maneuver in skiing). Your aim should be to inform the reader.

3. Write a five-paragraph descriptive essay.

   Suggestion: Describe a condition, object, person or action so that the reader can perceive the subject clearly (e.g. picture the scene of your skiing accident which caused your broken ankle, tell how you felt lying on the snow waiting for help). Use as many of the readers senses as possible. Your aim should be to show the reader, not merely tell the reader what happened.

4. Write a five-paragraph argumentative essay.

   Suggestion: Convince the reader by establishing the truth or falsity of a preposition (e.g. argue that one method used in training competitive skiers is superior to another). Your aim should be to influence the reader.

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Writing

Student will be able to write a business letter using any standard form, including inside address, return address, greeting body of letter, and closing. Capitalization and punctuation will be correct and standardized. Included also will be correct addressing of envelopes.

LA - 7

Pre-test: any one

Post-test: any

PERFORMANCE INDICATORS:

1. Write a business letter to the power company to dispute an unjust bill. Student will also address an envelope.

2. Write a business letter to order an item from a mail order catalogue. Include an envelope.

3. Write a business letter to request a job interview or application. Include an evelope.

4. Write a business letter to request your birth certificate. Include an envelope.

LANGUAGE ARTS

Writing

LA - 8

Pre-test: #1

Post-test: #1 and #2

Student will be able to write a resume which includes physical description, education and activities, work experience, personal background, and references. The resume will be done in correct form with proper punctuation, spelling and capitalization.*

PERFORMANCE INDICATORS:

1. Write a resume using the format found in the answer section.

2. Write a resume for a new job in the field of your choice.

*If needed, the teacher could discuss:

3. Write a well-organized and tightly-structured biographical sketch, including family background, hobbies, career interest, etc.

4. Write a 200 word personality profile as a requirement for college entrance application.

LANGUAGE ARTS

Literature Analysis

Student will be able to identify the plot of a story using the following definition: Plot is a series of related incidents put together in a planned order so that a solution to the conflict is reached. The student will then apply the definition through the following:

LA - 9

Pre-test: #2 and #3

Post-test: #1 and #4

PERFORMANCE INDICATORS:

1. Participate actively in a discussion to identify the plot of a film.

2. Write a three sentence summary of the plot of a given play, (e.g. Pygmalion by G,B, Shaw).

3. Write a paragraph listing the incidents that lead to the solution of the conflict of a given story, (e.g. "Bernice Bobs Her Hair" by F. S. Fitzgerald).

4. Develop the outline of a plot using the following clues or clues of your own choice: car wreck, surfing at the beach, airline terminal, high-class restaurant, and a stormy night. (These clues need not be used in the above order.)

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Literature Analysis

LA - 10

Pre-test: #2 and #3
Post-test: #1 and #4

Student will identify the theme of a literary work as an abstract concept which is made concrete through its representation in setting, plot, and character in the short story, play, novel or poem. Student will then apply the definition through the following:

PERFORMANCE INDICATORS:

1. Participate actively in a discussion to identify the theme of a film.

2. Write a brief summary of the theme of a given short story, (e.g. the theme of Luigi Pirandello's short story, "The Captive," is alienation).

3. Read a poem and discuss its theme. Tell what items of plot, setting, or character develop the theme. (oral or written)

4. Create a mystery story of 500 words, using the following ten words to form the theme of your story.

1. scream	6. motorcycle
2. spider web/cobweb	7. squeak
3. key	8. door
4. rose	9. blood
5. magazine	10. cat

ANSWERS

LA - 2

1)
1. under write
2. able to carry across
3. one who places apart
4. act or state of turning over
5. send apart
6. not able to hear
7. self-write
8. act or state of coming before
9. act or state of saying against
10. act or state of talking

2)
1. hold
2. live
3. throw
4. write
5. carry
6. come
7. miss, send
8. turn
9. lead, draw
10. carry

3)
1. carry out
2. write across
3. act of leading away from
4. act of saying before
5. not able to hear
6. throw away
7. carry across
8. act of taking away
9. send under
10. draw or lead in

LA - 3

SPEECH EVALUATION SHEET

SPEAKER_____

TOPIC_____

RATE EACH OF THE FOLLOWING ITEMS TO A MAXIMUM OF 3 POINTS PER ITEM

Content:

Organization:

Preparation:

Delivery:

- Enunciation:
- Rate:
- Volume:
- Poise:
- Eye Contact
- Gestures:

(Visual Aids)

Additional Comments:

DEFINITIONS

ALLITERATION: The repetition of initial sounds in closely associated words or syllables.

example: slimy snakes slithered

ALLUSION: A reference to a person, place, or event from history, literature, religion, mythology, or any other field of knowledge.

example: If Frank was a genius in that class, he was certainly hiding his light under a bushel. "Sermon on the Mount"

ARGUMENTATION: A form of discourse in which the primary purpose is to persuade or to convince a reader or hearer by establishing the truth or falsity of a proposition. It differs from exposition technically in its aim, exposition being content with simply making an explanation. Argument attempts to make another person "change his mind".

DESCRIPTION: A form of discourse concerned with the impression that the world makes on our senses. Selected details are used to give the reader a picture of a place, a person, or a scene that the writer has experienced or imagined.

DICTION: The use of words in oral or written discourse. Levels of usage include, formal, informal, colloquial, slang.

ESSAY: A short nonfictional prose composition on a single subject, sometimes called a theme.

EXPOSITION: A form of discourse intended primarily to inform others by explaining a process or idea, presenting and interpreting facts, and explaining reasons.

DEFINITIONS

FIGURATIVE LANGUAGE: Words, phrases and sentences that are not meant to be interpreted exactly in the literal or word-for-word sense.

HAIKU: A form of Japanese poetry which states in three lines of five, seven, and five syllables a clear picture designed to arouse distinct emotion.

LINE LENGTH: The intentional use of lines of either uniform or varied length by a poet to achieve a special effect.

example: Long flowing lines could help create the feeling of peace.

METAPHOR: A metaphor says one thing is another.

example: She is a gem.
The green-eyed monster, jealousy.

NARRATION: A form of discourse concerned with action, with events in time, with life in motion. It answers the question, "What happened?" It tells a story.

PLOT: A series of related incidents put together in a planned order so that a solution to the conflict is reached.

RHYTHM: The beat or pattern of accented and unaccented syllables in poetry and prose.

RHYME: Repetition of similar or identical sounds in the middle or at the ends of lines of poetry.

fine/shine, twirls/pearls, born/corn

DEFINITIONS

SIMILE: A comparison of two different things by using "like" or "as".

example: He jumps like a frog.

STANZAS: A recurrent grouping of two or more lines of a poem in terms of length, metrical form, and often, rhyme-scheme. The division into stanzas is sometimes made according to thought as well as form, in which case the stanza is a unit not unlike a paragraph of prose.

THEME: The main idea or concept of a literary work.

LANGUAGE ARTS

LA - 8

RESUME FORM

NAME

Address
Home Address
Phone

Personal Data
Birthdate
Marital Status
Health

Position Desired

Educational Data

Career Objectives

Work Experience
Present
Dates - Employers

Organizations

References

SPO, Carson City, Nevada, 1979